



2-Day Progress Monitoring Visit Report

Name of Institution

Reviewed: Christian County High School

Date: December 4 – 6, 2016

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Team Member: Julie Carwile

School Principal: Christopher Bentzel

Introduction

The KDE Two-Day Progress Monitoring Review is designed to:

- provide feedback to Priority Schools regarding the progress on improving student performance during the preceding two years based on Kentucky assessment and accountability data
- inform continuous improvement processes leading to higher levels of student achievement as well as ongoing improvement in the conditions that support learning

The report reflects the team's analysis of AdvancED Standard 3, Teaching and Assessing for Learning. Findings are supported by:

- review of the 2014-15 Leadership Assessment report
- examination of an array of student performance data
- Self-Assessment, Executive Summary and other diagnostics completed in ASSIST during the fall of 2016
- school and classroom observations using the Effective Learning Environment Observation Tool (ELEOT)
- review of documents and artifacts
- examination of ASSIST stakeholder survey data collected in the fall of 2016
- principal and stakeholder interviews

The report includes:

- an overall rating for Standard 3
- a rating for each indicator
- listing of evidence examined to determine the rating
- Powerful Practices (level 4) and Improvement Priorities (level 1 or 2) also include narrative explanations or rationale based on data and information gathered or examined by the team

Standard 3: Teaching and Assessing for Learning

Standard 3: The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	School Rating for Standard 3 2.58	Team Rating for Standard 3 2.50
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.1	<p>The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.</p> <p>Level 4 Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.</p> <p>Level 3 Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.</p> <p>Level 2 Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.</p> <p>Level 1 Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is no evidence to indicate how successful students will be at the next level. Like courses/classes do not always have the same learning expectations. No individualization for students is evident.</p>	2	2

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.2	<p>Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.</p> <p>Level 4 Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement</p>	3	3

	<p>and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/ or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.</p> <p>Level 3 Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.</p> <p>Level 2 School personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised.</p> <p>There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.</p> <p>Level 1 School personnel rarely or never monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment or alignment with the school's goals for achievement and instruction and statement of purpose. No process exists to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the school's purpose in curriculum, instruction, and assessment.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	School Rating	Team Rating
		3	2
3.3	<p>Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.</p> <p>Level 4 Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p>Level 3 Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p>Level 2 Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p>Level 1 Teachers rarely or never use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers seldom or never personalize</p>		

	instructional strategies. Teachers rarely or never use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		3	3
3.4	<p>School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.</p> <p>Level 4 School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p>Level 3 School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p>Level 2 School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p>Level 1 School leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		3	3
3.5	<p>Teachers participate in collaborative learning communities to improve instruction and student learning.</p> <p>Level 4 All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.</p> <p>Level 3 All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research,</p>		

	<p>the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.</p> <p>Level 2 Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.</p> <p>Level 1 Collaborative learning communities randomly self-organize and meet informally. Collaboration seldom occurs across grade levels and content areas. Staff members rarely discuss student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching rarely occur among school personnel. School personnel see little value in collaborative learning communities.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.6	<p>Teachers implement the school's instructional process in support of student learning.</p> <p>Level 4 All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.</p> <p>Level 3 All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.</p> <p>Level 2 Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.</p> <p>Level 1 Few teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are rarely provided to guide and inform students. The process includes limited measures to inform the ongoing modification of instruction. The process provides students with minimal feedback of little value about their learning.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.7	<p>Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.</p>		

	<p>Level 4 All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.</p> <p>Level 3 School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.</p> <p>Level 2 Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.</p> <p>Level 1 Few or no school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. Limited or no expectations for school personnel are included.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		2	2
3.8	<p>The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.</p> <p>Level 4 Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.</p> <p>Level 3 Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.</p> <p>Level 2 Programs that engage families in their children's education are available. School personnel provide information about children's learning.</p> <p>Level 1 Few or no programs that engage families in their children's education are available. School personnel provide little relevant information about children's learning.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		3	3
3.9	<p>The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.</p> <p>Level 4 School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.</p> <p>Level 3 School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All</p>		

	<p>students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.</p> <p>Level 2 School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.</p> <p>Level 1 Few or no opportunities exist for school personnel to build long-term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		2	2
3.10	<p>Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.</p> <p>Level 4 All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.</p> <p>Level 3 Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.</p> <p>Level 2 Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.</p> <p>Level 1 Few or no teachers use common grading and reporting policies, processes, and procedures. Policies, processes, and procedures, if they exist, are rarely implemented across grade levels or courses, and may not be well understood by stakeholders. No process for evaluation of grading and reporting practices is evident.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		3	3
3.11	<p>All staff members participate in a continuous program of professional learning.</p> <p>Level 4 All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated</p>		

	<p>for effectiveness in improving instruction, student learning, and the conditions that support learning.</p> <p>Level 3 All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</p> <p>Level 2 Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.</p> <p>Level 1 Few or no staff members participate in professional learning. Professional development, when available, may or may not address the needs of the school or build capacity among staff members. If a program exists, it is rarely and/or randomly evaluated.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		2	2
3.12	<p>The school provides and coordinates learning support services to meet the unique learning needs of students.</p> <p>Level 4 School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.</p> <p>Level 3 School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.</p> <p>Level 2 School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.</p> <p>Level 1 School personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel provide or coordinate some learning support services to students within these special populations.</p>		

Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results; instructional quality; learner and family engagement; support services for

student learning; curriculum quality and efficacy; and college and career readiness data. All key indicators of an institution's performance demonstrate an impact on teaching and learning.

School and Student Performance Results

Annual Measurable Objective (AMO)

Year	Baseline (Prior Year Learners Total Score)	AMO Goal	Learners Total Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2015-2016	51.7	52.7	69.6	Yes	Yes	Yes

Year	Prior Year Overall Total Score	AMO Goal	Overall Total Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2014-2015	68.7	69.7	64.6	No	No	No

Percentages of Students Scoring at Proficient/Distinguished (P/D) Levels on the K-PREP End-of-Course Assessments at the School and in the State (2014-2015, 2015-2016)

Content Area	%P/D School (14-15)	%P/D State (14-15)	%P/D School (15-16)	%P/D State (15-16)
English II	40.8	56.8	47.0	56.5
Algebra II	22.0	38.2	49.2	42.3
Biology	17.6	39.7	20.3	37.6
U.S. History	43.5	56.9	47.0	59.2
Writing	45.2	50.0	50.7	43.5
Language Mech.	41.3	51.6	39.6	54.4

Percentages of Students Meeting Benchmarks on ACT, Grade 11, at the School and in the State (2014-2015, 2015-2016)

Content Area	Percentage School (14-15)	Percentage State (14-15)	Percentage School (15-16)	Percentage State (15-16)
English	39.6	55.3	37.3	54.3
Math	20.7	38.1	17.9	39.7
Reading	28.5	47.4	30.5	49.2

School Achievement of Proficiency and Gap Delivery Targets (2015-2016)

Tested Area	Proficiency Delivery Target for % P/D	Actual Score	Met Target (Yes or No)	Gap Delivery Target for % P/D	Actual Score	Met Target (Yes or No)
Combined Reading & Math	52.9	47.4	No	47.5	40.9	No
Reading	51.7	49.3	No	45.1	42.4	No

Math	54.0	45.5	No	49.8	39.3	No
Science	37.0	21.4	No	32.7	13.1	No
Social Studies	44.2	45.6	Yes	39.0	40.7	Yes
Writing	50.0	49.9	No	44.7	43.6	No

School Achievement of College and Career Readiness (CCR) and Graduation Rate Delivery Targets (2015-2016)

Delivery Target Type	Delivery Target (School)	Actual Score (School)	Actual Score (State)	Met Target (Yes or No)
College and Career Readiness	55.5	61.7	68.5	Yes
Graduation Rate (for 4-year adjusted cohort)	89.1	97.0	88.6	Yes

Program Reviews 2015-2016						
Program Area	Curriculum and Instruction (3 pts possible)	Formative & Summative Assessment (3 pts possible)	Professional Development and Support Services (3 pts possible)	Administrative/ Leadership Support and Monitoring (3 pts possible)	Total Points (12 points possible)	Classification
Arts and Humanities	2.24	2.29	2.00	2.20	8.7	Proficient
Practical Living	2.40	2.67	2.75	2.33	10.2	Proficient
Writing	2.00	2.00	2.13	2.00	8.1	Proficient
World Language and Global Competency*	1.00	1.00	1.50	0.85	4.4	Needs Improvement

The 2014-15 World Language Program Reviews scores for High Schools will be included with other program reviews to generate the comparable 2014-15 program review baseline score needed for 2015-16 accountability reporting. World Language Program Reviews for Elementary and Middle Schools are scheduled to be reported in 2015-16 and included in accountability in 2016-17.

Summary of School and Student Performance Data

Plus

1. The school met its AMO (Annual Measurable Objective) in 2015-16.
2. The school met the participation rate goal in 2015-16.
3. The school met its graduation rate goal in 2015-16.
4. The percentage of students scoring at the proficient/distinguished level increased in all content areas except language mechanics.
5. The percentage of students scoring proficient/distinguished in Algebra II increased from 22.0 to 49.2.
6. Algebra II exceeded the state percentage of proficient/distinguished by 6.9 points.

7. The percentage of students scoring proficient/distinguished in writing increased by 5.5 points.
8. Writing exceeded the state percentage of proficient/distinguished by 7.2 points.
9. The percentage of students scoring benchmarks on the ACT in reading increased from 28.5 to 30.5.
10. Social studies met the Proficiency Delivery target.
11. Social studies met the Gap Delivery target.
12. The actual school score for graduation rate exceeded the state average.
13. Both CCR (College and Career Readiness) and Graduation Rate Delivery targets were met for 2015-16.

Delta

1. The school did not meet AMO in 2014-15.
2. While the school did see an increase in the percentage of proficient/distinguished in Biology, the score is substantially lower than all the other content areas for EOCs (End-of Course).
3. The Biology score is lower than the state score.
4. The percentage of proficient/distinguished scores in language mechanics decreased from 41.3 to 39.6.
5. The percentage of students who met benchmark in English decreased on the ACT.
6. The percentage of students who met benchmark in math decreased on the ACT.
7. The science Gap Delivery score of 13.1 did not meet the target of 32.7.
9. No test, with the exception of social studies, met the Proficiency Delivery target.
10. The actual school score for CCR is below the state average.

Stakeholder Survey Results

Indicator	Parent Survey		Student Survey		Staff Survey	
	Survey Item	%agree/ strongly agree	MS/HS Survey Item	%agree/ strongly agree	Survey Item	%agree/ strongly agree
3.1	10	69.8	10	64.4	26	89.6
3.1	11	63.5	11	52.3	51	96.1
3.1	13	55.5	17	39.6		
3.1	34	76.7	32	60.8		
3.2	21	73.5	17	39.6	16	84.4
3.2					22	79.2
3.3	12	64.7	10	69.4	17	81.8

3.3	13	55.5	16	58.8	18	77.9
3.3	22	77.3	17	39.6	19	74.0
3.3			26	64.7		
3.4					3	98.7
3.4					11	98.7
3.4					12	94.9
3.4					13	91.1
3.5	14	60.9	5	56.4	8	89.9
3.5					24	92.2
3.5					25	90.9
3.6	19	81.5	9	69.4	20	96.1
3.6	21	73.5	18	66.0	21	80.5
3.6			20	60.1	22	79.2
3.7	14	60.9	5	56.4	8	89.9
3.7					30	93.5
3.7					31	96.1
3.8	9	65.2	13	56.2	15	86.1
3.8	15	62.2	21	44.9	34	67.5
3.8	16	57.2			35	90.9
3.8	17	67.2				
3.8	35	66.0				
3.9	20	75.6	14	52.1	28	93.5
3.9						
3.10			22	61.5	9	97.5
3.10					21	80.5
3.10					23	93.5
3.11					32	100.0
3.11					33	97.4
3.12	13	55.5	1	71.2	27	94.8
3.12	23	71.9	17	39.6	29	89.6

Summary of Stakeholder Feedback

Plus

1. One-hundred percent of staff members agree/strongly agree with the statement, “In our school, all staff members participate in continuous professional learning based on identified needs of the school.”

2. Ninety-nine percent of staff members agree/strongly agree with the statement, “Our school’s purpose statement is based on shared values and beliefs that guide decision making.”
3. Ninety-nine percent of staff members agree/strongly agree with the statement, “Our school’s leaders hold all staff members accountable for student learning.”
4. Ninety-seven percent of staff members agree/strongly agree with the statement, “Our school’s leaders expect staff members to hold all students to high academic standards.”
5. Ninety-six percent of staff members agree/strongly agree with the statement, “Our school uses data to monitor student readiness and success at the next level.”
6. Eighty-two percent of parents agree/strongly agree with the statement, “My child knows the expectations for learning in all classes.”

Delta

1. Sixty-eight percent of staff members agree/strongly agree with the statement, “In our school, all school personnel regularly engage families in their children’s learning progress.”
2. Fifty-two percent of students agree/strongly agree with the statement, “My school prepares me to deal with issues I may face in the future.”
3. Fifty-six percent of students agree/strongly agree with the statement, “My school offers opportunities for my family to become involved in school activities and my learning.”
4. Forty-five percent of students agree/strongly agree with the statement, “All of my teachers keep my family informed of my academic progress.”
5. Forty percent of students agree/strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs.”
6. Fifty-five percent of parents agree/strongly agree with the statement, “All of my child’s teachers meet his/her learning needs by individualizing instruction.”
7. Fifty-seven percent of parents agree/strongly agree with the statement, “All of my child’s teachers keep me informed regularly of how my child is being graded.”

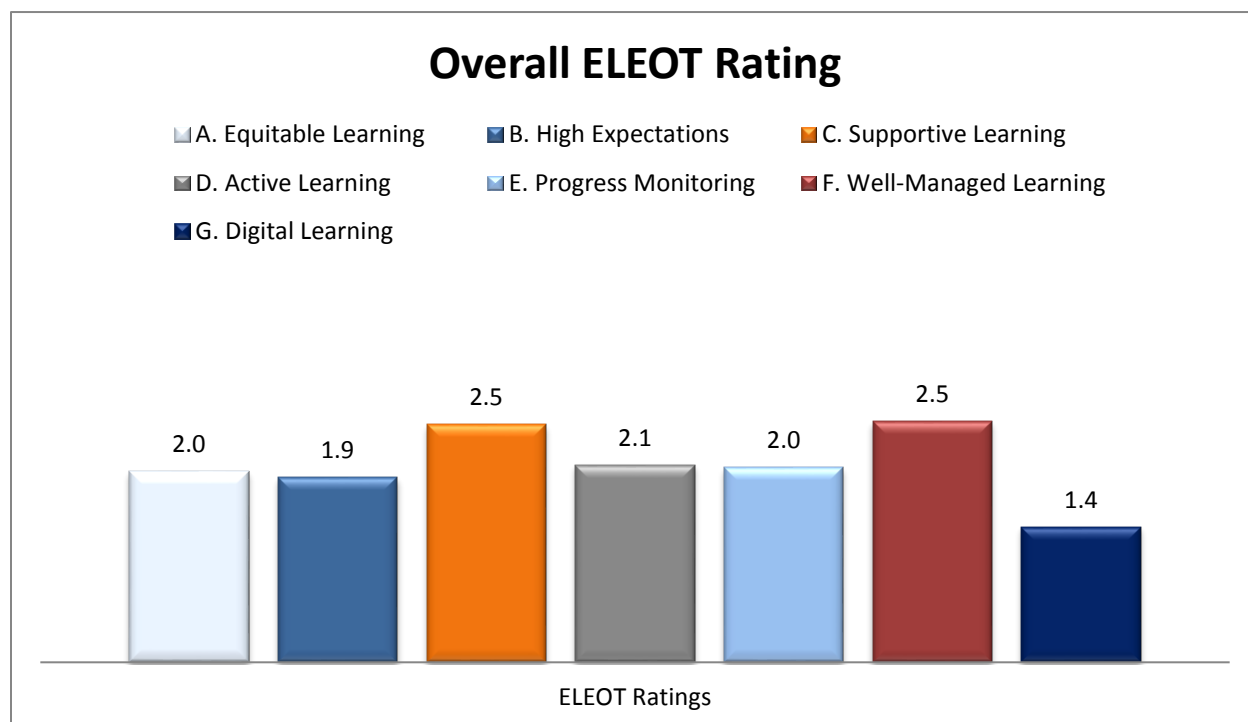
Effective Learning Environments Observation Tool (eleot™) Results

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained and pass a certification exam to use the eleot™ tool for observation. Team members conduct multiple

observations during the review process and provide ratings on 30 items based on a 4-point scale. During the review, team members conducted eleot™ observations in 19 classrooms.

The following provides the aggregate average score across multiple observations for each of the 7 learning environments included in eleot™.



Summary of eleot™ Data

Equitable Learning Environment

Plus

Occurrences in which students know that rules and consequences are fair, clear, and consistently applied were evident in 74 percent of the classrooms observed.

Delta

1. Occurrences where students have ongoing opportunities to learn about their own and other's backgrounds/cultures/differences were not observed in 84 percent of the classrooms.
2. Occurrences where students have differentiated learning opportunities and activities that meet their needs were not observed in 21 percent of classrooms observed.

High Expectations Learning Environment

Plus

N/A--Percentages were not high enough to qualify as a plus.

Delta

1. Occurrences in which the students are provided exemplars of high quality work were not observed or somewhat evident in 95 percent of classrooms.
2. Instances in which students are tasked with activities and learning that are challenging but attainable were evident/very evident in 21 percent of classrooms.
3. Occurrences in which students are asked and respond to questions that require higher order thinking (e.g., applying, evaluating, synthesizing) were evident in 32 percent of classrooms observed.
4. Occurrences in which the student is engaged in rigorous coursework, discussions, and/or tasks were evident in 32 percent of classrooms observed.

Supportive Learning Environment

Plus

1. Instances in which students demonstrate or express that learning experiences are positive were evident in 74 percent of classrooms observed.
2. Occurrences in which students demonstrate a positive attitude about the classroom and learning were evident in 74 percent of classrooms observed.

Delta

Occurrences in which students are provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs were somewhat evident or not observed in 68 percent of classrooms observed.

Active Learning Environment

Plus

N/A--Percentages were not high enough to qualify as a plus.

Delta

1. Instances where students make connections from content to real-life experiences were not observed/partially observed in 73 percent of classrooms observed.
2. Instances in which students are actively engaged in the learning activities were 42 percent evident in classrooms observed.

Progress Monitoring Learning Environment

Plus

N/A--Percentages were not high enough to qualify as a plus.

Delta

1. Occurrences where students understand how work is assessed were not observed/partially observed in 90 percent of classrooms.
2. Instances where students have opportunities to revise/improve work based on feedback from teachers were not observed/somewhat evident in 74 percent of classrooms.
3. Occurrences in which the students are asked and/or quizzed about individual progress/learning were somewhat evident/not observed in 69 percent of classrooms.

Well-Managed Learning Environment

Plus

1. Instances in which students speak and interact respectfully with the teachers and peers were evident/very evident 68 percent of classrooms.
2. Occurrences in which students follow classroom rules and work well with others were evident/very evident in 79 percent of classrooms.
3. Instances in which students know classroom routines, behavioral expectations and consequences were evident/very evident in 73 percent of classrooms.

Delta

Instances where students collaborate with other students during student-centered activities were not observed/somewhat observed in 74 percent of classrooms.

Digital Learning Environment

Plus

N/A--Percentages were not high enough to qualify as a plus.

Delta

1. Instances where students use digital tools/technology to gather, evaluate, and/or use information for learning were not observed in 74 percent of classrooms.
2. Occurrences where students use digital tools/technology to conduct research, solve problems, and/or create original works for learning were not observed/somewhat evident in 79 percent of classrooms.
3. Instances where students use digital tools/technology to communicate and work collaboratively for learning were not observed in 89 percent of classrooms.

FINDINGS OF THE INTERNAL REVIEW TEAM

SCHOOL IMPROVEMENT PRIORITY 1

Indicator: 3.3

Action Statement:

Identify and implement instructional strategies for the purpose of building teacher capacity that ensure teachers are consistent and deliberate in planning. These instructional strategies should allow for student collaboration, self-reflection, development of critical thinking skills, application of knowledge and skills, integration of content and skills with other disciplines, and use of technology as instructional resources and learning tools. Implement with fidelity and monitor the effectiveness of a clearly defined process whereby teachers provide personalized instructional strategies and interventions to address the individual learning needs of students through assessment data. Coach teachers in the use of these instructional strategies and monitor to ensure instruction is engaging, student-centered, aligned to the learning expectations, and highly effective.

Evidence and Rationale:

School and Student Performance Data

1. The school met its AMO (Annual Measurable Objective) in 2015-16.
2. The school met participation rate and graduation rate goals in 2015-16.
3. Although K-PREP and End-of-Course (EOC) areas (except language mechanics) show improvement from 2014-15 to 2015-16 in the percentages of students scoring at proficient/distinguished levels, only Algebra II and writing were above the state average in the percentages of students scoring at proficient/distinguished levels on EOC/K-PREP assessed areas.
4. Biology has the lowest percentage of students scoring at the proficient/distinguished levels with only 20.3 percent during the 2015-16 school year.
5. The percentages of students meeting benchmark on ACT in English, math, and reading are below the state average for two consecutive years.
6. The percentage of students meeting benchmark on ACT in English and math declined from 2014-15 to 2015-16.
7. Math has the lowest percentage of students meeting benchmark on ACT with only 17.9 percent during the 2015-2016 school year.
8. Proficiency Delivery targets were not met in assessed content areas with social studies as the exception.
9. No Gap Delivery targets were met in assessed content areas with social studies as the exception.

10. Science has the lowest score among the Proficiency and Gap Delivery targets.
11. Delivery targets were met in College and Career Readiness and Graduation Rate (for 4-year adjusted cohort).
12. College and Career Readiness scores were below the state average.
13. The graduation rate (for 4-year adjusted cohort) exceeded the state average.

Stakeholder Survey Data

1. Forty percent of student stakeholders agree/strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs.”
2. Fifty-nine percent of student stakeholders agree/strongly agree with the statement, “All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed.”
3. Sixty-four percent of student stakeholders agree/strongly agree with the statement, “My school provides me with challenging curriculum and learning experiences.” However, sixty-nine percent of eleot walkthrough data indicates student engagement in rigorous coursework, discussions, and/or tasks were partially observed or not observed in classrooms.
4. Eighty-two percent of staff stakeholders agree/strongly agree with the statement, “All teachers in our school personalize instructional strategies and interventions to address individual learning needs.” However, eleot walkthrough data indicates that students receiving additional/alternative instruction and feedback at the appropriate level of challenge for their needs was not observed in forty-seven percent of classrooms.
5. Seventy-eight percent of staff stakeholders agree/strongly agree with the statement, “All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.” However, eleot data indicates that it is evident students use higher order thinking skills in 32 percent of classrooms observed.
6. Fifty-five percent of parent stakeholders agree/strongly agree with the statement, “All of my child’s teachers meet his/her learning needs by individualizing instruction.”
7. Sixty-five percent of parent stakeholders agree/strongly agree with the statement, “All of my child’s teachers use a variety of teaching strategies and learning activities.”
8. Sixty-three percent of parent stakeholders agree/strongly agree with the statement, “All of my child’s teachers give work that challenges my child.”

Classroom Observation Data

The Effective Learning Environments Observation Tool (eleot) summary data revealed the following:

The Equitable Learning Environment received an overall rating of 2.0 on a 4 point scale. The lowest rated indicator for this environment was “Has ongoing opportunities to learn about their

own and other's backgrounds/cultures/differences," which was rated a 1.3 on a 4 point scale. The highest rated indicator in this environment was "Knows that rules and consequences are fair, clear, and consistently applied," which received a 2.7 on a 4 point scale.

The High Expectations Learning Environment received an overall rating of 1.9 on a 4 point scale. The lowest rated indicator for this environment was "Students are provided exemplars of high quality work," which was rated a 1.4 on a 4 point scale. The indicator "Students are engaged in rigorous coursework, discussions, and/or tasks," received a rating of 1.9 on a 4 point scale. The indicator "Students are tasked with activities and learning that are challenging but attainable," received a rating of a 2.0 on a 4 point scale.

The Digital Learning Environment received an overall rating of 1.4 on a 4 point scale. The indicator that received the lowest rating was "Students use digital tools/technology to communicate and work collaboratively for learning," which received a rating of 1.2 on a 4 point scale. Two indicators received a rating of 1.5 on a 4 point scale. These indicators include "Students use digital tools/technology to gather, evaluate and/or use information for learning," and "Students use digital tools/technology to conduct research, solve problems, and/or create original works for learning."

Stakeholder Interviews, Documents and Artifact Review

1. Lesson plans, interviews, and walkthrough data indicate there is little or no student collaboration or opportunities for students to self-reflect and/or develop critical thinking skills through highly effective instructional strategies and high-level questioning.
2. Artifacts and interviews indicate teachers are receiving ongoing professional development. However, the intentional use of varied instructional strategies to provide personalized individual interventions to address the learning needs of all students was not observed.
3. Artifacts and interviews indicate there is not a systematic procedure that ensures all teachers are consistently engaging students in rigorous learning.
4. Interviews and walkthrough data indicate instruction is teacher directed which did not allow for student centered instruction.

SCHOOL IMPROVEMENT PRIORITY 2

Indicator: 3.6

Action Statement:

Refine, support, and monitor the instructional process to ensure all students are provided exemplars of high quality work, are given multiple opportunities to demonstrate understanding and learning of content through daily formative assessments, and are given specific and timely feedback directly impacting next steps and learning. Ensure that the professional learning system includes measures of teacher instructional performance to inform leadership of implementation fidelity and to provide teachers with ongoing feedback regarding the quality of instructional practices.

Evidence and Rationale:

School and Student Performance Data

1. The school met its AMO (Annual Measurable Objective) in 2015-16.
2. The school met participation rate and graduation rate goals in 2015-16.
3. Although K-PREP and End-of-Course (EOC) areas (except language mechanics) show improvement from 2014-15 to 2015-16 in the percentages of students scoring at proficient/distinguished levels, only Algebra II and writing were above the state average in the percentages of students scoring at proficient/distinguished levels on EOC/K-PREP assessed areas.
4. Biology has the lowest percentage of students scoring at the proficient/distinguished levels with only 20.3 percent during the 2015-16 school year.
5. The percentages of students meeting benchmark on ACT in English, math, and reading are below the state average for two consecutive years.
6. The percentage of students meeting benchmark on ACT in English and math declined from 2014-15 to 2015-16.
7. Math has the lowest percentage of students meeting benchmark on ACT with only 17.9 percent during the 2015-2016 school year.
8. Proficiency Delivery targets were not met in assessed content areas with social studies as the exception.
9. No Gap Delivery targets were met in assessed content areas with social studies as the exception.
10. Science has the lowest score among the Proficiency and Gap Delivery targets.
11. Delivery targets were met in College and Career Readiness and Graduation Rate (for 4-year adjusted cohort).
12. College and Career Readiness scores were below the state average.
13. The graduation rate (for 4-year adjusted cohort) exceeded the state average.

Stakeholder Survey Data

1. Sixty percent of student stakeholders agree/strongly agree with the statement, "All of my teachers provide me with information about my learning and grades."
2. Sixty-nine percent of student stakeholders agree/strongly agree with the statement, "My school gives me multiple assessments to check my understanding of what was taught."
3. Ninety-five percent of staff stakeholders agree/strongly agree with the statement, "Our

school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning," and ninety-one percent agree/strongly agree with the statement, "Our school's leaders ensure all staff members use supervisory feedback to improve student learning." However, staff interviews and artifact review reveal a disconnect with these findings.

4. Ninety-six percent of staff stakeholders agree/strongly agree "All teachers in our school use a process to inform students of their learning expectations and standards of performance," and seventy-nine percent of staff stakeholders agree/strongly agree "All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum." However, while there is an instructional process in place, there is a disconnect with using assessments to impact student learning.

5. Seventy-four percent of parent stakeholders agree/strongly agree "My child is given multiple assessments to measure his/her understanding of what is taught."

Classroom Observation Data

The Effective Learning Environments Observation Tool (eleot) summary data revealed the following:

The High Expectations Learning Environment received an overall rating of 1.9 on a 4 point scale. The lowest rated indicator for this environment was "Students are provided exemplars of high quality work," which was rated a 1.4 on a 4 point scale.

The Progress Monitoring and Feedback Environment received an overall rating of 2.0 on a 4 point scale. The lowest rated indicator for this environment was "Students understand how work is assessed," which was rated a 1.6 on a 4 point scale. The indicator "Students respond to teacher feedback to improve understanding," was rated a 2.2 on a 4 point scale. The indicator "Students have opportunities to revise/improve work based on feedback from teachers," was rated a 2.0 on a 4 point scale.

Stakeholder Interviews, Documents and Artifact Review

1. Interviews, artifacts, and walkthrough data indicate that the school's instructional process does not ensure teachers provide specific and timely feedback to students about their learning.

2. Interviews, artifacts, and walkthrough data indicate that the school's instructional process does not ensure formative assessments are used routinely to inform the ongoing modification of daily classroom instruction.

3. Interviews, artifacts and walkthrough data indicate there is little evidence that exemplars of high quality work are used routinely to further inform and guide students in their learning.

Attachments:

- 1) eleottm Worksheet



2016-2017 Feedback Report Addendum

The purpose of this addendum is to provide feedback on progress made in addressing improvement priorities identified in the March 2015 Diagnostic Review Report for Christian County High School.

Improvement Priority 1: Create a formal structure that will ensure each student is well known by at least one adult advocate who supports that student's educational experience. Further ensure the structure allows school employees to gain significant insight into student needs regarding the effectiveness of educational programs and services to develop the learning, thinking, and life skills for all students. (Indicator 3.9)

School	Team	
		This improvement priority has been addressed in an exemplary manner.
	X	This improvement priority has been addressed satisfactorily.
X		This improvement priority has been partially addressed.
		There is little or no evidence that this improvement priority has been addressed.

School Evidence:

- Advisory 30/60/90 plan
- Advisory curriculum and activities
- Teacher and student surveys on advisory program
- Advisory Committee agendas/minutes
- Master schedule with time for formal adult advocate structure
- Survey results
- Daily Advisory checks
- Advisory lesson plans
- Differentiated Advisory lessons

School Supporting Rationale:

We implemented Student Advisory at the start of the 2015-16 school year. Our Colonel Time facilitator develops daily lesson plans for our teachers and monitors implementation on a regular basis. The goals of the advisory program (Colonel Time) are to foster relationships, assist students with social, emotional, and academic issues, and monitor academic/CCR (College and Career Readiness) progress. These goals are addressed through three instructional areas: academic, community and PBIS (Positive Behavioral Intervention and Supports). We have an allotted twenty-two minute time frame for advisory during fifth period classes. This year our teachers are doing a much better job implementing the program with fidelity. In addition, our Colonel Time facilitator has created a differentiated lesson plan for all grade levels. That occurs at a minimum of one time per week.

Team Evidence:

- Performance data
- Survey data
- Classroom observations
- Stakeholder interviews
- Review of documentation and artifacts
- Principal interview and presentation

Team Supporting Rationale:

A formal structure, Colonel Time, has been created that ensures each student is well known by at least one adult advocate who supports the student's educational experience. This structure allows staff to gain significant insight into student needs. There has been an attempt to differentiate advisory lessons by grade level; however, student data has not driven the differentiation of lesson planning for the needs of all students. The Colonel Time facilitator should collaborate with teachers to design lessons based on student needs.

Improvement Priority 2: Develop and consistently implement practices that will foster "results driven" improvement planning. Ensure that these practices:

1) Document the systematic collection, analysis and use of assessment data (state, interim, and common assessments) including the ways the data and information are being used to guide improvement planning initiatives. One approach would be to more fully embrace the full implementation of the Quarterly Report framework currently being used by the KDE Educational Recovery staff.

2) Document the development and regular implementation (e.g., once each semester) of a process for determining verifiable improvement in student learning and next level preparedness, such as a comparison of student academic grades and standardized test results, analysis of student growth as evidenced in a review of EXPLORE, PLAN and ACT assessments, analysis of student growth over multiple years in literacy and numeracy based on standardized measure such as Discovery Ed assessments, analysis of academic grades, and Advanced Placement assessments. (This Improvement Priority is also connected to Indicator 5.4). (Indicator 5.2)

School	Team	
		This improvement priority has been addressed in an exemplary manner.
	X	This improvement priority has been addressed satisfactorily.
X		This improvement priority has been partially addressed.
		There is little or no evidence that this improvement priority has been addressed.

School Evidence:

- Tyler Pulse data system
- Quarterly Report
- Comprehensive School Improvement Plan, 30/60/90 instructional plan, gap 30-60-90 plan, continuous improvement (assessment plan) 30/60/90 plan, CCR plan and data tracking

- eleot™ walkthrough data, Instructional Coaching Plan, TPGES (Teacher Professional Growth and Effectiveness System) documents, Professional Growth Plans
- Pacing guides with learning objectives
- Lesson plans, PLC (professional learning community) instructional calendars, PLC instructional strategies/student evidence
- High impact instruction-formative assessments, learning maps, guiding questions
- Survey results
- Syllabi
- Report card, GradeCam scoring schoolwide
- Common assessments and data reflection protocol that prompted modification in instruction
- EOC (End-of-Course) data tracking sheet

School Supporting Rationale:

The Quarterly Report is completed in a collaborative effort amongst the leadership team. We monitor and analyze the data in the report to make adjustments as needed.

At the beginning of the 2015-16 school year, our teachers had never tracked data using a systematic process. Last year, we started them in the process of using GradeCam to track their student data. At the start of this school year, we have moved from simply just tracking data. We are teaching them to have data conversations and to look for student misconceptions in learning. We are currently working with our teachers in the PLC process to ensure that the data conversations are moving our students towards proficiency. This year, our district completed building a system to help us track all standardized testing data in one location using Tyler Pulse. In addition, our EOC teachers have created a data tracking sheet to monitor data points to track student progress to analyze student growth. Our district has funded our CCR Coach, and we are currently looking to hire an ACT coach with our SIG (School Improvement Grant) funds. Finally, we are working more closely with Gateway and our CTE (Career and Technical Education) teachers on career readiness.

Team Evidence:

- Performance data
- Survey data
- Classroom observations
- Stakeholder interviews
- Review of documentation and artifacts
- Principal interview and presentation

Team Supporting Rationale:

After review of the above evidence, the review team believes that this improvement priority has been satisfactorily addressed.

Improvement Priority 3: Develop, implement, and monitor a school wide “instructional process” that ensures all students are 1) clearly informed of learning expectations, 2) provided exemplars of high quality work, and 3) given multiple opportunities to demonstrate their understanding of content through formative assessments. Further ensure that the

implementation of the instructional process also results in teachers consistently using assessment data, (including formative assessment data) to inform modifications to instruction, including the use of differentiated/individualized instruction, and that students are provided specific and timely feedback about their learning. (This Improvement Priority is also related to Indicator 3.12) (Indicator 3.6)

School	Team	
		This improvement priority has been addressed in an exemplary manner.
		This improvement priority has been addressed satisfactorily.
X	X	This improvement priority has been partially addressed.
		There is little or no evidence that this improvement priority has been addressed.

School Evidence:

- Comprehensive School Improvement Plan, 30/60/90 instructional plan, gap 30-60-90 plan, continuous improvement tracking 30/60/90 plan, Tyler Pulse, CCR plan and EOC data tracking
- eleot™ walkthrough data, instructional coaching plan, TPGES documents, Professional Growth Plans
- Pacing guides with learning objectives
- Lesson plans, PLC instructional calendars, PLC instructional strategies/student work
- High impact instruction-formative assessments, learning maps, guiding questions
- Survey results
- Syllabi
- Report card, Grade Cam scoring schoolwide
- Common assessments and data reflection protocol that prompted modification in instruction
- Samples of exemplars used to guide and inform student learning, rubrics/scoring guides

School Supporting Rationale:

We have fully implemented the PLC process at our school. We meet weekly in our PLC meetings to ensure that the teachers are meeting the instructional needs of our students. Our SIG funds have allowed us to pay the teachers for extended PLCs on designated Wednesdays each month. PLC teams have common planning time that allows them to meet informally throughout the week. We are focusing on instruction, assessment, student work, and data. Last summer, our teachers worked with our district to develop standards-based pacing guides across all core areas, and this summer teachers across the district met again to improve the pacing guides. In addition, our common assessments are developed with their PLC team members and reviewed by our curriculum coaches. Our curriculum coaches observe and meet with our teachers to monitor instruction, provide feedback, and offer instructional strategies. All teachers are required to use GradeCam for common assessment data. This allows our students to receive instant feedback, and they are able to correct their answers on the spot. Our instruction is improving, and our students are more actively involved in their learning. Our district is supporting us with IBCs (instructional behavior coaches) to help with the implementation of High Impact Instruction which includes formative assessments, learning maps, and guided questions. Our next steps include to

utilize formative assessments on a more routine basis. In addition, we are encouraging our teachers to provide our students with exemplars to show our students what proficient work looks like. Finally, in the near future we need to utilize more differentiation strategies for individual students.

Team Evidence:

- Exemplars
- Performance data
- Survey data
- Classroom observations
- Stakeholder interviews
- Review of documentation and artifacts
- Principal interview and presentation

Team Supporting Rationale:

The Review Team concurs the school has partially implemented a collaborative process to develop, implement and monitor a school instructional process that informs learning expectations.

Classroom observation data indicates that instruction is almost wholly teacher-centered and whole-group which provides few opportunities for differentiation or personalization of learning or instruction that is appropriately challenging and rigorous. Classroom observations also show that while learning targets are posted in most classrooms, they were seldom referenced by teachers during classroom instruction.

A review of documentation and artifacts does not suggest that the school has systematically implemented an instructional process that regularly uses exemplars of high quality work to effectively convey expectations to students, ensures the use of formative assessment practices to inform modifications and adjustments to instruction, and provides students with specific and timely feedback about their learning.

A review of student performance data indicates there is some evidence to suggest the presence of an instructional process that yields positive results in student achievement. However, ACT scores decreased in English and math and all three tested areas were significantly below state averages. In addition, language mechanics scores decreased, and language mechanics and other content areas were significantly below the state average.

Improvement Priority 4: Engage all stakeholder groups (teachers, parents, students) in a comprehensive process to review, revise and communicate a school statement of purpose that commits to high expectations for student achievement and success. (Indicator 1.1)

School	Team	
		This improvement priority has been addressed in an exemplary manner.

		This improvement priority has been addressed satisfactorily.
X	X	This improvement priority has been partially addressed.
		There is little or no evidence that this improvement priority has been addressed.

School Evidence:

- Mission/Beliefs 30/60/90 Plan
- Mission/Beliefs statement
- Examples of communicating mission/beliefs
- Morning announcements-mission statement

School Supporting Rationale:

In the summer of 2015, we involved our teachers in the development of our mission statement. We had multiple meetings with our department heads and teachers to create our mission. It is communicated with our students on a daily basis. Our mission statement is located on all school documents, and it has been placed on our school webpage. This summer, we met with our teachers again to reevaluate our mission and beliefs statements. Our next step is to share it with more of our parents, so we can involve all stakeholders.

Team Evidence:

- Performance data
- Survey data
- Classroom observations
- Stakeholder interviews
- Review of documentation and artifacts
- Principal interview and presentation

Team Supporting Rationale:

Although teachers were involved in the development and revision of the mission and belief statements, evidence indicates there was a lack of involvement with all stakeholders. The school communicates the vision and mission statements in many ways to students and staff; however, stakeholder interviews and documentation indicates all stakeholders were unaware of the purpose, development, revision, and communication processes.

Improvement Priority 5: Engage in an inclusive and collaborative process to develop a formal statement which defines school-wide shared values and beliefs about teaching and learning that commit to the creation of a culture that supports challenging and equitable educational programs and learning experiences for all students. Ensure that the commitments reflected in this document guide the development of the school's formal statement of purpose and direction as well as all school improvement planning initiatives. (Indicator 1.2)

School	Team	
		This improvement priority has been addressed in an exemplary manner.
	X	This improvement priority has been addressed satisfactorily.
X		This improvement priority has been partially addressed.

		There is little or no evidence that this improvement priority has been addressed.
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School Evidence:

- Mission/Beliefs 30/60/90 plan
- Mission/Beliefs statement
- Examples of communicating mission/beliefs

School Supporting Rationale:

Before the start of the 2015-16 school year, our principal met with every teacher, and he asked them to write down two beliefs about Christian County High School and its students. Next, he took the list and shared it with the department heads. Together, the department heads narrowed down the list to present to the faculty. At that point, a survey was sent to all faculty members to choose the seven statements that have become the CCHS beliefs. Before the start of the 2016-2017 school year, we met with all of our teachers to reevaluate our mission and belief statements, and no changes were made. All decisions within our school are being made with an emphasis on consistency with our beliefs. So far, we have mostly focused on our mission statement with our stakeholders. Our next step is to give our beliefs the same focus.

Team Evidence:

- Performance data
- Survey data
- Classroom observations
- Stakeholder interviews
- Review of documentation and artifacts
- Principal interview and presentation

Team Supporting Rationale:

After review of the above evidence, the review team believes that this improvement priority has been satisfactorily addressed.

Improvement Priority 6: Establish a formal process that involves district leaders and the Board of Education in examining the effectiveness of grading policies and practices. Use results to develop revised policies that ensure grades are based on the attainment of content knowledge and skills and that grading practices are consistently implemented across grade levels and similar courses to ensure equitable treatment and high expectations for all students. Develop strategies to monitor the effectiveness of grading policies and procedures and communicate grading process to all stakeholders. (Indicator 3.10)

School	Team	
		This improvement priority has been addressed in an exemplary manner.
		This improvement priority has been addressed satisfactorily.
X	X	This improvement priority has been partially addressed.

		There is little or no evidence that this improvement priority has been addressed.
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School Evidence:

- Grading policy 30/60/90 plan
- Documentation of teacher grade checks, student failure list
- Grading policy survey
- Surveys

School Supporting Rationale:

Before the start of the 2015-16 school year, we developed a school-wide grading policy that has been aligned with our district grading policy. Our policy was designed to meet the needs of the students within our school. With the permission of the superintendent, the advisory council made the grading policy official. These grading practices have been implemented across all grade levels. The grades are monitored on a weekly basis to ensure that the policy is being implemented with fidelity.

Team Evidence:

- Performance data
- Survey data
- Classroom observations
- Stakeholder interviews
- Review of documentation and artifacts
- Principal interview and presentation

Team Supporting Rationale:

The review team agrees that the teachers use common grading and reporting policies established by the district and adopted by the school. The staff survey shows that 93.5 percent of teachers agree that all teachers in the school use a consistent, common grading and reporting policy. However, review of stakeholder survey results also shows staff and student perceptions are different in regard to holding all students to high expectations. In addition, reviews of documentation and interviews suggest the extent to which these established policies, processes and procedures have had an impact on increasing rigor as well as raising academic expectation in the classroom is not apparent.